

Summary Table: Recommendations and Legislation Affecting the Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA)

Part	Current section number	Proposed new section number, if applicable	Current requirement	<u>Proposed Changes (2013), Including Legislation (2012 and 2013)</u>	<u>DOE Staff Recommendations (2015) and Legislation (2014 and 2015)</u>
Part I: Definitions and Purpose	8 VAC 20-131-5		Definitions	<p>Definition of “additional test” changed to delete reference “to obtain verified credit”</p> <p>“Class period” redefined as “time in the school day that is “allocated to a course of study, lessons, or activities” rather than “approximately 1/6 of the instructional day.”</p> <p>Definition of “planning period” amended to mean one class period per day “that is 1/6th of the instructional day, or the equivalent in minutes per week, regardless of the configuration of the class schedules...”</p> <p>Definition of “reconstitution” amended to apply to schools rated “Accredited with Warning” as well as “Accreditation Denied.”</p> <p>Definition of “standard school year” amended to refer to “instructional hours” per year rather than “teaching hours.”</p> <p>Definition of “standard unit of credit” amended to delete reference to 140</p>	<p>Legislation: SB 1236 (2015) eliminates the special diploma and replaces it with the “Applied Studies” Diploma. The definition of this diploma could be included in this section.</p> <p>Recommendation: Describe “class period” and “planning period” using common language when talking about length of time. Do not use minutes or proportions of schools days, such as 1/6 of the instructional day –Currently there are 6-, 7-, and 8- period days.</p> <p>Class period and planning period definitions use the term “instructional day,” but the term is not defined. There is a definition for “standard school day.” Should provide definition for instructional day for clarity and consistency.</p> <p>Recommendation: In the definition for “credit accommodations,” clarify that such adjustments are not waivers from the courses.</p>

				<p>clock hours of instruction and local school board development of alternatives to 140 clock hours. Reference is made only to successful completion of the requirements of the course.</p> <p>Definitions of “experimental program,” “innovative program” and “student periods” are deleted.</p>	<p>Recommendation: Provide a definition for instructional day for clarity and consistency.</p> <p>Class period and planning period definitions use the term “instructional day,” but the term is not defined. There is a definition for “standard school day.”</p> <p>Recommendation: Add a definition for “laboratory science.”</p> <p>Recommendation: Describe “class period” and “planning period” using common language when talking about length of time.</p> <p>Do not use minutes or proportions of schools days, such as 1/6 of the instructional day –Currently there are 6-, 7-, and 8- period days.</p> <p>Note: The definition of “reconstitution” would be amended if a decision is made to remove this designation for schools in the third year of warning.</p> <p>Recommendation: Provide definition of student class period.</p>
	8 VAC 20-131-10		Purpose	Language is added to specify that the Standards of Quality require the Board to promulgate regulations establishing standards for accreditation, including student outcome measures;	NONE

				requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs; administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services; course and credit requirements for graduation from high school; community relations' and the philosophy, goals, and objectives of public education in Virginia.	
Part II: Philosophy, Goals, and Objectives	8 VAC 20-131-20		Philosophy, goals, and objectives	<p>Closing any achievement gap would be added as a major objective for schools.</p> <p>Annual review of data showing the extent to which any achievement gaps are closed would be required, which principal must report to the division superintendent and community.</p> <p>Posting of the school's philosophy, goals, and objectives on the school or school division's website at the beginning of the school year is required.</p>	NONE
Part III: Student Achievement	8 VAC 20-131-30		Student achievement expectations	Language that prohibits students in grades three through eight from taking more than one test in a content area in the same year would be deleted and language would be added to clarify that accelerated students shall take the test aligned with the highest grade	Recommendation: Clarify that students who are accelerated shall only take the test aligned with the highest grade level, following instruction in the content.

				<p>level, following instruction in the content.</p> <p>A provision would be added to allow the Board of Education to permit students in grades three through eight to have opportunities to take an expedited retake of a Standards of Learning test should funds for such purposes be appropriated by the General Assembly, and consistent with criteria set by the Board.</p> <p>A provision would be added to clarify that students who fail to achieve a passing score on all relevant Standards of Learning tests in grades three through eight, and for students who fail to achieve a passing score on an end-of-course Standards of Learning test required for verified credit are required to attend a remediation program or participate in another form of remediation.</p> <p>The division would be required to have a policy for dropping courses that ensures that students' course schedules are not changes to avoid end-of-course assessments.</p> <p>Students who take an additional test approved by the Board to verify a standards unit of credit shall not also be required to take the associated Standards of Learning test.</p>	<p>Legislation: HB 1490 and SB 874 (2015) require the Board to promulgate regulations to provide the same criteria for eligibility for an expedited retake of any Standards of Learning test, with the exception of the writing Standards of Learning tests, to each student regardless of grade level or course.</p> <p>Recommendation: Revisit this prohibition in light of late receipts of scores for some substitute tests.</p> <p>Recommendation: Re-evaluate the provision of the one-time exemption from SOL testing in science in kindergarten through eighth grade in light of the removal of the grade 3 Science test. If a child is allowed to exempt the 5th grade science test, a school would be in violation of federal law, which requires testing for Science once in elementary, once in middle, and once in high school.</p> <p>Recommendation: Add language to this section recognizing that exemptions from testing allowed by federal law will also be permitted for accreditation.</p>
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				LEP students in grades K-8 who have been enrolled in a United States school for less than one year may be granted a one-time exemption from the Standards of Learning testing in reading.	
	8 VAC 20-131-40		[Repealed]		
	8 VAC 20-131-50		Requirements for graduation	<p>In accordance with HB 2028 and SB 986 (2013), beginning with the ninth-grade class of 2016-2017, students would be required to be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators to be awarded a Standard or an Advanced Studies Diploma, in 8VAC20-131-50. There would also be a provision for a waiver for students with disabilities whose Individualized Education Plan (IEP) or 504 Plan documents that they cannot successfully complete the hands-on training.</p> <p>Language would clarify that students who were first-time ninth graders prior to 2013-2014 would continue to be eligible to earn a Modified Standard Diploma. The requirements for a Special Diploma for students with disabilities in 8VAC20-131-50 would include career competencies identified by the IEP team, in accordance with guidelines developed by the Board, and the IEP team would be responsible for verifying the</p>	<p>Recommendation: Clarify and provide criteria for “college readiness.” Possible approaches: Advanced Studies Diploma candidates certified “college ready” by verified credit in Algebra II + alternate assessment in Language Arts (AP/IB, other); Standard Diploma candidates take VCCS “college ready” assessment at end of Grade 10. Results used for targeted remediation (using VCCS modules under guidance of high school faculty) 11th/12th grades used to complete needed modules – once all completed certified “college ready” + career credential</p> <p>Recommendation: Consider requiring a real world problem-solving exercise for graduation. Recommendation: Add a footnote to the requirements for a Standard Diploma and an Advanced Studies Diploma to indicate that courses completed to satisfy the English requirement shall include English 9, 10, 11 and 12.</p>

				<p>successful completion of these competencies.</p> <p>Language is added to indicate that the <i>Regulations Governing the General Achievement Diploma</i> are incorporated into the <i>Regulations Governing Adult High School Programs</i>.</p> <p>The requirements for a Governor's Diploma Seal would be more rigorous, and would include a provision that the student must earn a one-year Uniform Certificate of General Studies or an associate degree concurrent with a high school diploma.</p> <p>The requirements for a Board of Education's Diploma Seal would also be more rigorous and would include a provision that the student must earn at least nine transferable college credits in AP, IB, Cambridge, or dual enrollment courses, which is currently included in the requirements to earn the Governor's Diploma Seal.</p> <p>Language is added to provide that students with disabilities who are using credit accommodations shall be counseled that credit accommodations apply to credits earned for the Standard Diploma, but do not apply to credits earned for the Advanced Studies Diploma.</p>	<p>Recommendation: Require that science courses for the Standard Diploma be distributed across three different science disciplines.</p> <p>Legislation: HB 2276 (2015) creates an alternative to the current requirement that, in order to receive a standard diploma, a student must earn a Career and Technical Education (CTE) credential. The alternative applies when a CTE credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency. In these cases, the student must receive competency-based instruction in the subject area to satisfy the standard diploma requirement.</p> <p>Recommendation: Consider adding credit accommodations for English Language Learners.</p> <p>Recommendation: Specify that, at local discretion, credit for High School English as a Second Language (ESL) courses may be counted for one of several applications: English credit; or foreign language credit; or elective credit for the Standard Diploma or the Advanced Studies Diploma.</p>
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					<p>Recommendation: Consider expanding credit accommodations for students with disabilities for the Advanced Studies Diploma.</p> <p>Legislation: SB 1236 (2015) eliminates the term “Special Diploma” and replaces it with the “Applied Studies” Diploma.</p> <p>Legislation: HB 1007 (2014) replaces references throughout the Code of Virginia to a General Education Development (GED) program or test with "a high school equivalency examination approved by the Board of Education."</p> <p>Legislation: HB 1351 and SB 916 (2015) direct the Board to establish criteria for awarding a diploma seal of biliteracy to any student who demonstrates proficiency in English and at least one other language for the Board of Education-approved diplomas. The bill requires the Board to consider criteria including the student's (i) score on a College Board Advanced Placement foreign language examination, (ii) score on an SAT II Subject Test in a foreign language, (iii) proficiency level on an ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) measure or another nationally or internationally</p>
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					<p>recognized language proficiency test, or (iv) cumulative grade point average in a sequence of foreign language courses approved by the Board. The bill contains a second enactment clause that requires the Board of Education to establish criteria for awarding a diploma seal of biliteracy in time for any student graduating from a public high school in the Commonwealth in 2016 to be awarded such a diploma seal.</p> <p>Recommendation: Consider adding a Board of Education's Seal for Excellence in Science.</p>
	8 VAC 20-131-60		Transfer students	<p>The requirements for transfer students would be revised to comport with the provisions for the Interstate Compact on Educational Opportunity for Military Children (with the exception of students transferring from one Virginia public school to another). The school division shall accept the following tests for the purpose of awarding verified credit in courses previously completed at another school or program: other states' end-of-course and exit assessments required for graduation, national norm-referenced achievement tests, and any substitute test approved by the Board for verified credit. In addition, industry certifications, occupational competency assessments, and licensure</p>	<p>Legislation: SB 1236 (2015) eliminates the term "Special Diploma" and replaces it with the "Applied Studies" Diploma.</p>

				assessments approved by the Board shall be accepted for the student-selected verified credit.	
Part IV: School Instructional Program	8 VAC 20-131-70		Program of instruction and learning objectives		NONE
	8 VAC 20-131-80		Instructional programs in elementary schools	<p>A provision would be added to specify the requirement in the Standards of Quality that elementary schools would be required to provide early identification, diagnosis, and assistance for students with deficits in reading or mathematics.</p> <p>Students in grade three who have reading deficiencies based on their performance on the Standards of Learning test in reading would be required to receive intervention services.</p> <p>The school division, in its discretion, shall provide intervention services prior to promoting a student from grade three to grade four.</p>	NONE
	8 VAC 20-131-90		Instructional programs in middle schools	The requirement that students be provided with 140 clock hours of instruction in English, mathematics, science, and history/social science would be eliminated. Instead, students would be provided with a total of at least 560 clock hours of	Recommendation: Reconsider how expunging the score is implemented. The current language does not allow for a student retaking the class for verified credit if the test score is not on record.

				<p>instruction in these four academic disciplines.</p> <p>Any end-of-course test score associated with a high school credit-bearing course taken in middle school shall be expunged from a student's record if the parents requests that the student not earn high school credit for it.</p> <p>Students in middle schools and secondary schools who need targeted mathematics remediation and intervention would be required to receive additional instruction in mathematics, which may include summer school.</p>	<p>Note: Paragraph D in 2013 proposed SOA eliminates the 140 clock hour requirement but still requires 560 instructional hours per year in the four core courses.</p>
	8 VAC 20-131-100		Instructional programs in secondary schools	<p>Students in middle schools and secondary schools who need targeted mathematics remediation and intervention would be required to receive additional instruction in mathematics, which may include summer school.</p>	NONE
	8 VAC 20-131-110		Standard and verified units of credit	<p>The 140 clock hour requirement for a standard credit would be eliminated, and would be replaced with the requirement that such credit be based on successful completion of the requirements of the course.\</p> <p>The 140 clock hour requirement for a verified unit of credit would be eliminated, and would be replaced with the requirement that such credit</p>	<p>Legislation: HB 1675 and SB 982 (2015) permit local school divisions to waive the requirement for students to receive 140 clock hours of instruction to earn a standard unit of credit upon providing the Board with satisfactory proof, based on Board guidelines, that the students for whom such requirements are waived have learned the content</p>

				<p>be based on the successful completion of the requirements of the course and passing the end-of-course SOL test or a Board-approved substitute test.</p> <p>Provides for the expedited retake of an SOL test to earn verified credit or to upgrade a previously earned pass/proficient score to an advanced/college path score on end-of-course assessments.</p>	<p>and skills included in the relevant SOL.</p> <p>Recommendation: Establish criteria for measuring proof of “learning content and skills.”</p> <p>Recommendation: Replace Carnegie unit/140 clock hour standard with more competency-based measures for credit – maintain minimal school hours daily (5.5) or year (990 hours). Ex. Recognize internships and community-based experiences for credits.</p> <p>Note: The definition of “standard unit of credit” may need further clarification.</p> <p>Recommendation: Keep language about upgrading previously earned score if the advanced college path score on the end-of-course (EOC) Algebra II, EOC reading and EOC writing test is maintained as a measure of college readiness.</p> <p>Legislation: Note that HB 1490 and SB 874 (2015) require the same criteria for eligibility for expedited retakes of any SOL test, with the exception of the writing SOL tests, regardless of grade level or course.</p>
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	8 VAC 20-131-120		Summer school	The 70 clock hour requirement for summer school courses would also be eliminated.	NONE
	8 VAC 20-131-130		Elective courses		NONE
	8 VAC 20-131-140		College and career preparation programs	International Baccalaureate (IB) and Cambridge courses are added to middle school access to Advanced Placement courses for degree credit.	NONE
	8 VAC 20-131-150		Standard school year and school day	Provides that the standard school year shall be 180 instructional days or 990 instructional hours.	NONE
	8 VAC 20-131-160		[Repealed]		
	8 VAC 20-131-170		Family Life Education		NONE
	8 VAC 20-131-180		Off-site instruction	Specifies Virginia <u>teaching</u> license is required in order to supervise off-site instruction for credit.	Recommendation: Replace the term "correspondence" with "virtual."
	8 VAC 20-131-185		Public virtual schools	NOTE: Proposed regulations are currently under executive review to comport with legislative changes made by HB 1215 (2012).	
	8 VAC 20-131-190		Library medial, materials and equipment		NONE
	8 VAC 20-131-200		Extracurricular and other school activities; recess		NONE
Part V: School and Instructional Leadership	8 VAC 20-131-210		Role of the principal	The role of the principal would include determining strategies necessary to close any achievement gap between groups of students in the school and to ensure that teacher evaluations are	Recommendation: Consider an expectation that principals develop, lead, and implement a plan for the school improvement process. Every school needs a comprehensive plan that connects

				<p>carried out in a manner consistent with the Board's evaluation guidelines.</p> <p>A provision would clarify that the principal is also responsible for ensuring the security of tests administered to students, including cell phone and electronic device prohibition; administration of the test by teachers not associated with grade level content or classes taught; notification of the penalties for breaching security on SOL tests; and establishment of penalties for students who breach security.</p> <p>A provision would be added to specify that the principal's role includes facilitating collaborative partnerships with families and the community.</p>	<p>vision, mission, inputs, outputs, and impacts (student learning) involving all stakeholders.</p> <p>Recommendation: Require within the role of the principal ensuring security of test administration, and remove the specific procedures from the SOA and place them in the SOA guidance document.</p>
	8 VAC 20-131-220		Role of professional teaching staff	The role of the professional teaching staff would include striving to close any achievement gaps between groups of students in the school.	Recommendation: Replace "the correct use of language and spelling" with "the use of Standard English."
	8 VAC 20-131-230		Role of support staff		NONE
	8 VAC 20-131-240		Administrative and support staff; staffing requirements	<p>Each elementary, middle, and secondary school shall employ guidance staff as prescribed in the Standards of Quality.</p> <p>The requirements for the standard teaching load for middle and secondary school teachers would be based on teaching no more than 5/6 of</p>	<p>Recommendation: Replace the word "guidance" with "school counseling." When "guidance" is used before "counseling," replace it with "school" to reflect current terminology and all aspects of school counseling.</p> <p>Recommendation: Link back to the</p>

				<p>the instructional day, or the equivalent in minutes per week, regardless of the configuration of class schedules, with no more than 150 students per year. Physical education and music teachers may teach 200 students per school year.</p>	<p>definitions –the definition of an “instructional day” is needed. “5/6’s” does not apply to schools on 7 or 8 period days.</p> <p>Recommendation: Eliminate reference to 5/6 of “the instructional day” and “total instructional time per day” as these phrases pertain to the standard load.</p> <p>Recommendation: Revisit the number of students per school year. The intent may have been to reference students per school day instead of students per school year.</p>
	8 VAC 20-131-250		[Repealed]		
Part VI: School Facilities and Safety	8 VAC 20-131-260		School facilities and safety	<p>A provision would be added about the threat assessment team required by HB 2344 (2013).</p> <p>The number of lock-down drills would be increased to two, one in September and one in January, in accordance with HB 2346 (2013).</p> <p>The requirements for staff trained in emergency first aid, cardiopulmonary resuscitation, and the use of an automated external defibrillator would be added, pursuant to HB 2028 and SB 986 (2013).</p> <p>If one or more students with diabetes attends the school, a requirement</p>	<p>Recommendation: Add administration of insulin and glucagon to contingency plan requirements in Paragraph C.</p>

				<p>would be added that at least one school employee shall be trained in the administration of insulin and glucagon.</p> <p>Note: HB 134 and SB 532 (2014) required school boards to allow students with diabetes and parental consent to carry supplies with them while at school and to self-check blood glucose levels on school property. The bills also required VDOE to review and update the Manual for Training Public School Employees in the Administration of Insulin and Glucagon.</p> <p>The requirements for procedures to follow for the possession and administration of epinephrine, as specified in HB 1107 and SB 656 (2012) would be added.</p>	
Part VII: School and Community Communications	8 VAC 20-131-270		School and community communications	<p>Language would be added to include a notice to parents identifying any sensitive or sexually explicit materials that may be included in the course, the textbook, or any supplemental instructional materials.</p>	<p>Legislation: HB 1674 (2015) requires the reporting of SOL assessment scores and averages for each year, regardless of accreditation frequency, as part of the School Performance Report Card.</p> <p>Legislation: HB 1007 (2014) replaced references to a GED program or test with “a high school equivalency examination approved by the Board of Education.”</p>

					<p>Legislation: HB 1338 (2015) requires VDOE, for the purposes of the School Performance Report Card, to include – as part of instructional costs – each school division's expenditures on the hardware necessary to support electronic textbooks. In the case of such hardware, the bill also provides an exception to the requirement that the percentage reported must be consistent with the definition of instructional and non-instructional costs used in the state's Standards of Quality funding formula.</p> <p>Legislation: HB 1672 and SB 727 (2015) repealed the A-F school grading system and require the Board, in consultation with the SOL Innovation Committee, to redesign the School Performance Report Card no later than July 1, 2016, to make it more effective in communicating to parents and the public the status and achievements of the public schools and local school divisions.</p> <p>Recommendation: The report card design could use a dashboard approach with linking info – and broader criteria than SOL tests or federal compliance. Evaluate</p>
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					<p>current information to be provided in the report card.</p> <p>Recommendation: Provide measures of school climate and parent engagement as part of the report card.</p> <p>Recommendation: Revisit the following language proposed in Paragraph (B)(1): “including a notice to parents identifying any sensitive or sexually explicit materials that may be included in the course, the textbook, or any supplemental instructional materials.”</p>
Part VIII: School Accreditation	8 VAC 20-131-280		Expectations for school accountability	<p>The calculation for the Graduation and Completion Index would be revised to add three points for students who earn a diploma and a CTE credential, pursuant to HB 642 and SB 514 (2012). The additional three points shall not be used to obtain a higher accreditation rating.</p> <p>A school that is “paired” for accreditation purposes, and has no tested grades, may be unpaired and accredited based on an alternative accreditation plan approved by the Board that includes student growth indicators.</p> <p>A provision would be added that all transfer students in grades K through 8</p>	<p>Recommendation: 3 Year cycle for accreditation: designate certain criteria to access 3 year review cycle (ex. full accreditation for 3 consecutive years); allows focus on other divisions during off cycles; and encourages internal review in 3 year cycle divisions</p> <p>Use multiple measures and sources of data.</p> <p>Legislation: HB 1674 (2015) permits the Board to review the accreditation status of a school once every three years if the school has been fully accredited for three consecutive years. The bill requires that, upon such triennial review, the</p>

				<p>shall be expected to take all applicable SOL tests for the grade level or courses in which they are enrolled. A provision would be added that, in case of testing irregularities where it is not possible to obtain valid test scores through retesting students, scores from the testing irregularities shall not be used in the accreditation calculation.</p>	<p>Board review the accreditation status of the school for each individual year within that triennial review period. If the Board finds that the school would have been accredited every year of that triennial review period, the Board may accredit the school for another three years. The bill specifies that the Board must review the accreditation status of any school that (i) in any individual year within the triennial review period would have failed to achieve full accreditation or (ii) in the previous year has had an adjustment of its boundaries that affects at least 10 percent of the student population of the school.</p> <p>Recommendation: Accreditation should include factors, such as multiple test scores (SOLs, AP, PALS, SATs, etc.), results of climate surveys from parents and students, college level course work (IB, AP, DE), student participation in intramural, extracurricular, and club activities, World Language attainment, and CTE credentials.</p> <p>Legislation: HB 1007 (2014) replaced references to a GED program or test with “a high school equivalency examination approved by the Board of Education.”</p>
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				<p>Recommendation: Provide points applied to accreditation for increased numbers of students with disabilities achieving Standard and Advanced Studies diplomas.</p> <p>Recommendation: Provide bonus points for schools/divisions that achieve progress in graduation and completion for key gap groups.</p> <p>Legislation: HB 2318 (2015) requires the Board – for the purposes of the Standards of Accreditation – to use a graduation rate that excludes any student who fails to graduate because he or she is in the custody of the Department of Corrections, the Department of Juvenile Justice, or local law enforcement. HB 2318 further requires that this data be made available to the public. The bill has a delayed effective date of July 1, 2016.</p> <p>Recommendation: Consider whether the student growth indicators should be required.</p> <p>Recommendation: Reconsider this language and amend it to reflect intent of addressing scores of zero of cheating students. Possibly remove it from the SOA and place it in the guidance document.</p>
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	8 VAC 20-131-290		Procedures for certifying accreditation eligibility		Legislation: HB 1674 (2015) permits the Board to review the accreditation status of a school once every three years if the school has been fully accredited for three consecutive years. The bill requires that, upon such triennial review, the Board review the accreditation status of the school for each individual year within that triennial review period. If the Board finds that the school would have been accredited every year of that triennial review period, the Board may accredit the school for another three years. The bill specifies that the Board must review the accreditation status of any school that (i) in any individual year within the triennial review period would have failed to achieve full accreditation or (ii) in the previous year has had an adjustment of its boundaries that affects at least 10 percent of the student population of the school.
	8 VAC 20-131-300		Application of the standards	A new accreditation rating, Fully Accredited with Distinction, would be added. The criteria for this rating would be a pass rate of 90 percent or above in each of the four core academic areas; and in the case of elementary and middle schools, at least 50 percent of the lowest performing 25 percent of students	Recommendation: Add a "small n" to reflect a minimum number of students requirement for school accreditation. Legislation: HB 1873 and SB 1320 (2015) require the Board to amend the Standards of Accreditation by the 2016-2017 school year to

				<p>meet student growth indicators approved by the Board; or in the case of high schools with a graduating class, a graduation rate of 90 percent or higher, based on Virginia's On-Time Graduation Rate.</p> <p>The ratings would be separated for Conditionally Accredited – New and Conditionally Accredited – Reconstituted</p> <p>With tests administered beginning in 2015-2016, for accreditation ratings awarded in 2016-2017 and beyond, the pass rate would increase to 75 percent in English and mathematics for a school to be Fully Accredited.</p> <p>There would be a process for a local school board to appeal an accreditation rating. The appeal process may consider student growth data from state assessments and other assessments approved by the Board.</p> <p>The other assessments must meet specified criteria set by the Board and be standardized and graded independently; knowledge based; administered on a multistate or international basis, or administered as part of another state's accountability assessment program, or listed on the Virginia Department of Education Student Growth</p>	<p>establish additional accreditation ratings that recognize the progress of schools that do not meet accreditation benchmarks but have significantly improved their pass rates, are within specified ranges of benchmarks, or have demonstrated significant growth for the majority of their students.</p> <p>Recommendation: Factor in student growth measures for accreditation. Factor in school progress measures for accreditation.</p> <p>Recommendation: Provide multiple categories for accreditation, reflecting not only academics, but also such things such as attendance, school climate, achievement in behavioral intervention and reduction in discipline, and parent involvement.</p> <p>Recommendation: Eliminate the proposed amendment to raise the pass rate for mathematics to 75 percent.</p> <p>Legislation: HB 2318 (2015) requires the Board – for the purposes of the Standards of Accreditation – to use a graduation rate that excludes any student who fails to graduate because he or she</p>
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				<p>Assessment state contract. To be counted in a specific academic area, it must measure content that incorporates or exceeds the Standards of Learning and it must measure and report individual growth relative to a year's worth of progress.</p> <p>Language references §§ 22.1-27.1 through 22.1-27.6 of the <i>Code of Virginia</i>, related to the Opportunity Educational Institution. There is similar language in 8VAC20-131-315, Action requirements for schools that are denied accreditation.</p> <p>HB 1999, SB 1167, and SB 1207 (2013) require the Board of Education to approve student growth indicators to be used in the SOA.</p> <p>HB 642 and SB 514 (2012) add three points to the Graduation and Completion Index for each student who earns a diploma and a CTE credential.</p>	<p>is in the custody of the Department of Corrections, the Department of Juvenile Justice, or local law enforcement. HB 2318 further requires that this data be made available to the public. The bill has a delayed effective date of July 1, 2016.</p> <p>Recommendation: Add an "appeals" option for Accreditation decisions. Divisions can present their own data to support appeal; acknowledge local/authentic/performance-based assessments (as part of appeals process); template for information required.</p> <p>Note: If the use of student growth is eliminated as the only basis of appeal, these criteria may be restrictive.</p> <p>Legislation and Recommendation: Delete section E. SB 821 (2015) abolished the Opportunity Educational Institution (OEI).</p> <p>Recommendation: Articulated Tiered Responses to accreditation. Consider further differentiating of the interventions provided to schools that are not fully accredited based on the number of years a school has been Accredited with</p>
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				<p>Warning and the number of subjects in which the school is warned.</p> <p>Recommendation: Consider requiring schools not fully accredited to conduct a self-study the first year of being Warned, including measures of such areas as attendance, discipline, school climate, drop out, and parent engagement.</p> <p>Recommendation: Consider deletion of this accreditation rating in light of possible additional accreditation ratings.</p>
	8 VAC 20-131-310		Action requirements for schools that are Accredited with Warning or Provisionally Accredited-Graduation Rate	<p>A provision would be added to permit schools Accredited with Warning at the beginning of the third year to seek a Conditionally Accredited-Reconstituted rating for a period not to exceed three years. The application shall outline specific responses that address all areas of deficiency and may include restructuring a school's governance, instructional program, staff or student population. The school division must apply annually to the Board for this rating. If the school fails to have its annual application approved, or if it fails to be Fully Accredited at the end of three years, the accreditation rating will revert to Accreditation Denied.</p> <p>Recommendation: Articulated Tiered Responses to accreditation. Consider further differentiating of the interventions provided to schools that are not fully accredited based on the number of years a school has been Accredited with Warning and the number of subjects in which the school is warned.</p> <p>Recommendation: Consider requiring schools not fully accredited to conduct a self-study the first year of being Warned, including measures of such areas as attendance, discipline, school climate, drop out, and parent engagement.</p>

					Recommendation: Consider deletion of this accreditation rating in light of possible additional accreditation ratings.
	8 VAC 20-131-315		Action requirements for schools that are denied accreditation		Legislation: SB 821 (2015) abolished the Opportunity Educational Institution (OEI).
	8 VAC 20-131-320		[Repealed]		NONE
	8 VAC 20-131-325		Recognitions and rewards for school and division accountability performance		Legislation: HB 1674 (2015) permits the Board to review the accreditation status of a school once every three years if the school has been fully accredited for three consecutive years. The bill requires that, upon such triennial review, the Board review the accreditation status of the school for each individual year within that triennial review period. If the Board finds that the school would have been accredited every year of that triennial review period, the Board may accredit the school for another three years. The bill specifies that the Board must review the accreditation status of any school that (i) in any individual year within the triennial review period would have failed to achieve full accreditation or (ii) in the previous year has had an adjustment of its boundaries that affects at least 10

					percent of the student population of the school.
	8 VAC 20-131-330		[Repealed]		NONE
	8 VAC 20-131-340		Special provisions and sanctions		NONE
	8 VAC 20-131-350		Waivers	A provision is added for students with disabilities to obtain a waiver (under specified circumstances) from the requirements for training in emergency first aid, cardiopulmonary resuscitation or the use of automated external defibrillators.	NONE
	8 VAC 20-131-360		Effective date.	Effective dates specified.	NONE